

School Entry Profile Observation Recording Form

Name: _____ Date of Birth: _____

Use the space below each item to record your observations of this student.

Conventional Knowledge

Tells first and last name.

Knows first and last names of an adult family member.

Knows age.

Knows birthdate (month and date).

Recognizes some basic shapes (e.g., circle, square, triangle).

Identifies basic colors.

Counts by rote to 10.

Recognizes and names some numbers to 10.

Recognizes first name in print.

Physical Development

Is physically active.

Demonstrates gross-motor skills (e.g., running, jumping, climbing stairs, hopping).

Demonstrates fine-motor skills (e.g., stringing beads).

Appears to be well rested and adequately nourished.

Practices personal hygiene.

Symbolic Development

Takes part in interactive play with others.

Uses play themes (e.g., pretends to be a firefighter).

Represents ideas and feelings through movement (e.g., acts like a butterfly, airplane, or truck).

Creates or responds to music (e.g., claps hands to music, sings, dances, or plays musical instruments).
Represents ideas through construction (e.g., builds with blocks or other manipulatives).

Uses art (e.g., clay, paint, or crayons) to convey feelings and ideas.

Talks about his or her creations (e.g., talks about illustrations or constructions).

Communication

Communicates in home language and is understood by others (i.e., uses English, Spanish, sign, or other native language for a variety of purposes).

Uses language to pretend or create.

Responds to questions.

Follows directions (i.e., 2- or 3-step directions).

Shows interest in reading and books.

Reads environmental print and symbols (e.g., recognizes fast food and store signs, product logos, environmental signs).

Exhibits book-handling skills (e.g., knows how to hold a book and understands the directions of print).

Uses picture cues and/or context cues to construct meaning from text (e.g., when being read to).

Responds to texts (e.g., talks about books, laughs, makes predictions, intones, questions, or compares).

Identifies letters in the alphabet (e.g., some letters in his/her name or other personally significant words).

Recognizes that there is a relationship between letters and sounds (e.g., recognizes the sound of a letter or gives a word that starts with the letter).

Recognizes that written spellings represent spoken words.

“Reads” simple books (e.g., easy, beginning books or predictable books).

Scribbles with intended meaning (e.g., scribbles letter-like symbols to represent something more than his/her name, writes something and asks someone else to read it).

Uses some letters in writing (e.g., letters from own name).

Uses letter-sound correspondence to write (i.e., invented spelling, such as ct for cat).

Uses a variety of resources (e.g., peers, books, environmental print) to facilitate writing.

Shares writing with others (e.g., tells others about the intended meaning in drawings and writing).

Mathematical/Physical Knowledge

Classifies objects used in daily experiences (e.g., sorts plastic foods by size, color, shape, or category, matches objects that are alike).

Writes some numbers.

Uses numerical relationships to solve problems in daily life (e.g., uses numbers to take lunch count or to figure out how many cookies are needed so that everyone can have one).

Orders things according to relative differences (e.g., arranges dolls according to height or trucks according to size, arranges blue crayons from darkest to lightest).

Makes one-to-one correspondence (e.g., gets a carton of milk for each child at the table, holds up an additional finger for each number when counting orally).

Determines “same,” “more than,” and “less than” by comparing (e.g., looks at her own and another child’s collection of buttons and says that she has more buttons than the other child).

Uses spatial relationships to solve mathematical problems (e.g., rearranges blocks so they all fit in a container, solves simple puzzles).

Shows understanding of sequence of daily events (e.g., knows that recess comes after story time).

Experiments with objects to produce effects (e.g., moves the ramp to make a toy car go different speeds, tries to make a new paint color by mixing colors).

Explains own actions in manipulating objects (e.g., “The tower will fall if I put another block on top.”).

Working with Others

Uses adults as resources (e.g., asks questions, requests materials).

Initiates conversation with familiar adults.

Works cooperatively with others in a give-and-take manner.

Uses peers as resources.

Shares resources (e.g., toys, manipulatives) with others.

Shows sensitivity and respect for others (e.g., shares with others or offers comfort when someone is hurt or sad).

Suggests appropriate solutions to conflicts (e.g., negotiates rules during play/work—such as who will go first, who will use which toy).

Learning to Learn

Shows curiosity and interest (e.g., enjoys and notices new things in his/her environment).

Explores and tries new things (e.g., is willing to try new activities and explore new materials).

Takes responsibility for belongings (e.g., hangs up coat, puts away materials).

Makes choices.

Stays focused and productive while playing/working independently.

Stays focused and productive while playing/working in a group.

Shows pride in accomplishments.

Copes with frustrations and failure.

Talks about what he or she is learning.
